DOCUMENT RESUME

ED 237 748 CE 037 785

AUTHOR Maley, Donald
TITLE Changing Attitudes toward Teacher Recruitment.
PUB DATE Dec 83
NOTE 16p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Change; *Industrial Arts; Secondary Education; *Teacher Attitudes; Teacher Influence; *Teacher Participation; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; Vocational Education

ABSTRACT

The identification, encouragement, and recruitment of teachers is a professional responsibility that must be faced today. The field of industrial arts holds no external attractors; the job of teacher recruitment rests on the shoulders of teachers, supervisors, and teacher educators. Teachers have attitudes that fail to support any process that will lead to their replacement or replenishment. The factors of attitudes and attitude change on the part of the industrial arts teachers are important concerns in the attack on the problem of teacher recruitment. Some dimensions of the attitude element so vital to the promotion of teacher recruitment are commitment, faith or belief, and concern for the well-being of the profession. Three dimensions of the teacher shortage are the trend in the age groups to be served, the age of teachers currently teaching and their pending retirement from the profession, and the dynamics of industrial arts in both theory and practice. The issues regarding the future of industrial arts are clear. First, teaching industrial arts will require a good supply of bright, creative, and dedicated young people. Second, the industrial arts profession must raise its level of acceptability to the public and educational establishment. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED237748

# CHANGING ATTITUDES TOWARD TEACHER RECRUITMENT

by

Dr. Donald Maley
Professor and Chairman
Department of Industrial,
Technological and Occupational Education
College Park, Maryland

The Industrial Arts teaching profession faces its most serious crisis in recent times. The crisis is purely one of teacher replenishment and growth in an era that has seen teacher supply steadily decline.

The greatest need of the Industrial Arts teaching profession is the need to stop and take stock of its potential for the future, -- to develop an awareness, -- to develop a consciousness, -- and to develop a sensititivy for the consequences of apathy and existentialistic behavior that fails to come to grips with one of the most pressing issues in the history of the profession.

> The heart of the educational system is the teacher, for it is they, who work in the trenches of our schools, that provide the difference between excellence and mediocrity, between stimulation and reticence, and between success and failure in one of our most cherished institutions -- the school system of these United States.

CE037285

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Maley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Quality education is literally a blind hope in any society that neglects to provide an adequate supply of qualified teachers. The recruitment of young intelligent people to go into the teaching profession is a responsibility that has not been fully faced. That community or society which fails to provide adequate replacement and growth in its teacher supply fails miserably in one of its basic obligations to the community or society.

The old cliches of the school "meeting the needs of society"; "meeting the needs of youth"; "meeting the needs of children"; or "meeting the challenges of tomorrow" are but idle dreams or hollow accoustical vibrations that are meaningless without an adequate supply of well trained teachers in every school.

It is a source of great amazement to watch a school system plan and project its school structures for the next ten or twenty years. Endless surveys of population movements, property sites, and pupil numbers are made so that the edifices called school buildings may be adequately furnished. Great fanfare and festivity surrounds the groundbreaking and dedicating ceremonies. But soon the reality of purpose--educational purpose--replaces the din of bulldozers, carpenters, roofers, speeches and dedicatory music. These buildings must now become more than community monuments or architect's prizes. They must now become institutions of education, but, what about that essential ingredient--a supply of good teachers? There has been no systematic planning in this area. The young have not been encouraged to enter the profession. As a matter of fact, no plans at all are made to assure the community that quality teachers in sufficient supply would be available.

Some areas of the teaching profession are more barren of qualified teachers than others. One of the areas of severe shortage is in the area of Industrial Arts. How long can the Industrial Arts teachers be indifferent to their responsibilities? How long can this important phase of education survive without the essential ingredient to quality programs?

There appears to be no easy solution to this most vital and persistent problem. However, there can be no denying that the identification, encouragement, and recruitment of tomorrow's teachers is a professional responsibility that must be faced today. To neglect this very important task is to pass on to future generations a debt of far greater consequence than the monies bonded for physical structures.

> The debt of ignorance, the debt of opportunity denied, and the debt of unfulfilled attainment are indeed symbols of a society that has lost its way and a profession that has lost its purpose.

The magnitude of the problem in Industrial Arts teacher needs is not clear since the reports submitted for speculation are usually done for a particular (present) year. As an example the shortage of Industrial Arts teachers indicated for 1982-83 was from 736 to 747. (Miller, 1983) These figures were collected by Dr. Rex Miller during the Summer and early Fall of 1982. The study by Dr. Miller is based upon figures supplied to him by personnel in each of the states. The actual need of a state may not be known at the time of the collection of the data. As an example the teachers needed (1982-83) for Maryland showed no vacancies, yet it was later found that there were at least 10 vacancies.

The concerns of the profession must not center on the present alone. There is a need to look with some degree of accuracy to what the future needs will be.

The Centrality of Attitudes

The heart of our problem in teacher recruitment is integrally tied with attitudes, --the attitudes we carry deep inside ourselves and --the attitude that we project to others, including our students. Any sense of realism in our thinking will readily make it obviously clear that the only missionaries in the field of Industrial Arts are, in fact, the teachers themselves, along with the supervisors and teacher educators. There are no external attractors in the form of advocacy groups, high salaries, or potentials for fame and limelight. If the job is to be done, it will surely rest on the shoulders of those who work in the profession.

Allport (1935) has defined attitude as:

> ...a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related (p. 810).

The present teacher attitudes regarding their involvement in teacher recruitment is in fact a mental state. It surely must have been organized through experience. And as the profession seeks to build a more positive attitude in its teachers, there surely must be an examination of the kinds of

teacher preparation that through its experiences has generated so many teachers with attitudes that fail to support any process that will lead to their replacement or replenishment. Positive attitudes are the result of experiences and likewise, negative attitudes of complacency are the result of experience. Thus, it is in the teacher's experiences that the search must be made in order to avoid a continuation or further development of attitudes so unproductive in the processes of professional replenishment.

The factors of attitudes and attitude change on the part of the Industrial Arts teachers are important concerns in the attack on the problem of teacher recruitment. The vitality of an individual's existence is closely tied to the attitude one has towards life and work on a daily basis. Likewise, the vitality of Industrial Arts is inextricably tied in with the attitudes that our teachers bring to their laboratories and their associated professional involvement. Furthermore, the very existence of that vitality in our teachers will determine the future of Industrial Arts. Without that vitality -- how can we expect bright, sensitive and capable people to be attracted to Industrial Arts teaching as a career.

Our existing programs in Industrial Arts at the secondary and higher education levels provide the only models the profession has to offer a prospective student in this area. Likewise, our existing teachers of Industrial Arts at the secondary and higher education levels are the only models of instructional personnel that the profession has to offer a prospective student in this area of teacher preparation.

The program and the teacher are integrally tied together in many respects. The dynamics of the teacher become a part of the vitality of the program, for it is the teacher who establishes the nature and dimensions

of what is done in the Industrial Arts laboratory. And this in turn provides the basis for the value as well as importance of the profession to the student.

Aspects Of The Attitude Factor

As one discusses the issue of teacher attitudes towards the recruitment of students into Industrial Arts, it appears appropriate to identify the nature of such mental frames of reference or postures of the mind. The following are some dimensions of the attitude element so vital to the promotion of teacher recruitment. (See Figure 1)

First, there is the matter of commitment on the part of the teacher, supervisor, or teacher educator. Commitment in this frame of reference is the strength of one's personal propensity toward the field of Industrial Arts and the intensity of feeling towards its well-being. Secondly, there is the element of faith or belief as found in the inner drives of the profession including teachers, supervisors, and teacher educators. Faith in this sense is meant to signify the degree of trust or devotion that the individual professional may have toward the field of Industrial Arts.

Thirdly, there is the attitudinal dimension of concern for the well-being of the profession. Concern in this regard is that dimension of care, interest and emotional involvement that the teacher and associated professionals have with the field of Industrial Arts. Each of these elements or dimensions of teacher attitudes will be explored or elaborated on in the course of this discussion. The first of these is commitment.

Commitment. One of the most important dimensions of the attitude factor in promoting teacher recruitment is a sense of commitment to the profession and the job to be done. One's commitment to education and to

TEACHER RECRUITMENT

ATTITUDE DEVELOPMENT MODEL

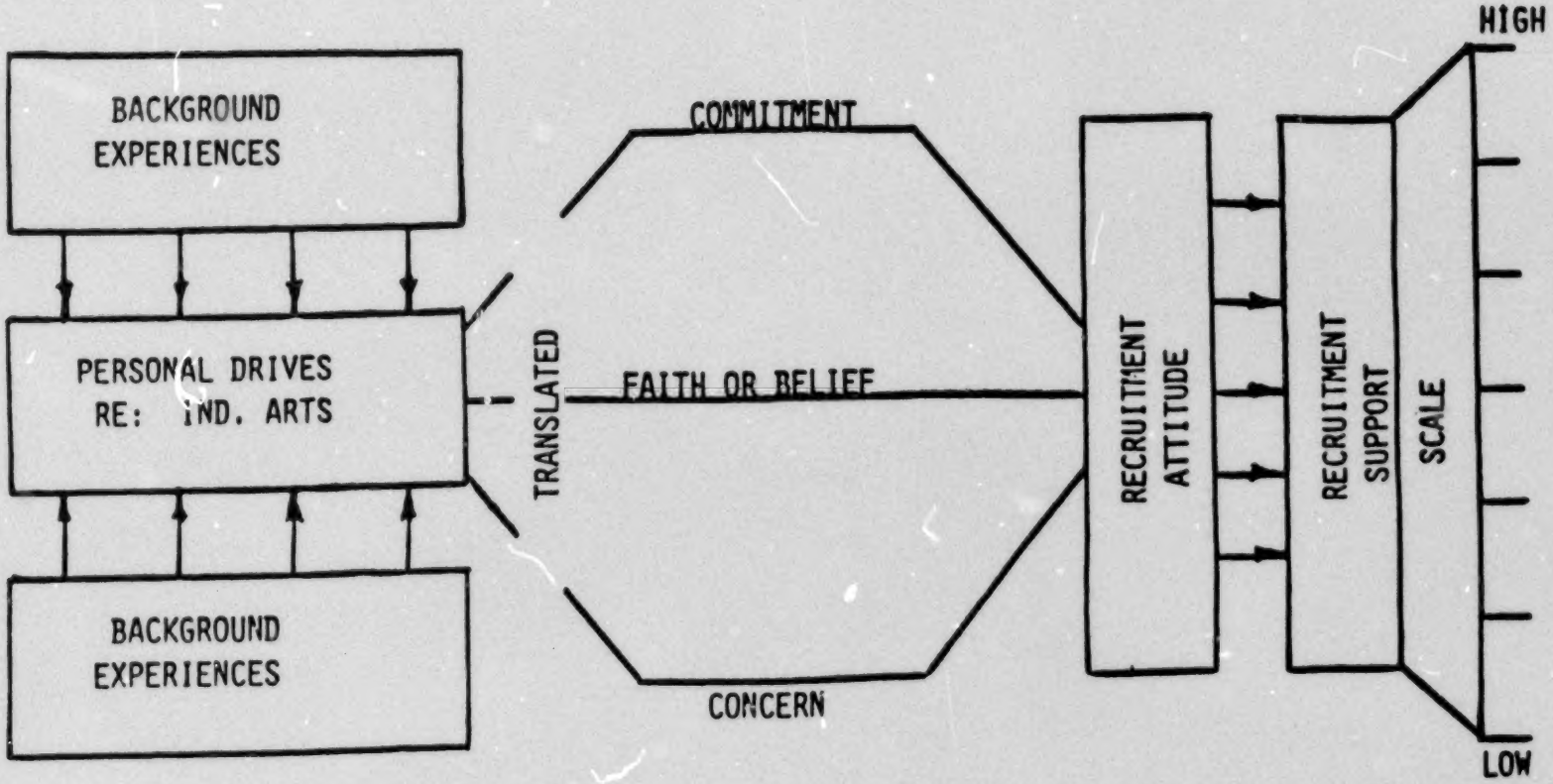


FIGURE 1

teaching establishes an accurate barometer of the importance of the profession to the individual. A committed teacher facilitates the contagion of commitment to the students he/she serves. It is the commitment of a teacher that establishes the magnetism of a profession to the individual student, for without that commitment, there is little demonstration of the attractiveness of teaching to others.

Commitment is an overt manifestation of attitude. It is the reality of the spirit that lies within the individual. If the teacher is to be an instrumentality in the process of recruiting young people into the profession, the element of commitment must shine through as a beacon of encouragement as an invitation to join in life's greatest mission -- the mission of guaranteeing the future through the education of the young. There is little hope for stimulation and excitement on the part of the student without a genuine sense of commitment on the part of the teacher.

The next or second attitudinal factor in teacher recruitment is faith or belief on the part of the teacher with respect to what he or she does.

Faith or belief. One of the greatest examples of the attitudinal component of "faith or belief" in recent history was displayed by Sir Winston Churchill during the early part of World War II in Europe.

> The indomitable spirit of Sir Winston Churchill during those bleakest of days in the early 1940's when England was being pounded by the German Luftwaffe, provides us with a model for the approach to our problem.

The model of human fabric which Churchill exemplified was reinforced by the threads of faith and of belief, which steadfastly defied the elements of destruction or annihilation. Our greatest need as teachers is to believe in ourselves, --to believe in our work, --and to believe in our contributions to individual students in a very personal way.

Just as that unyielding faith and belief of Churchill found contagion among his fellow Englishmen, that same belief in Industrial Arts must be made obviously clear to the students. They, too, must be caught up in the belief that they are studying something of value and that it is significant in the lives of persons present and future. The seed that may one day blossom into a fine Industrial Arts teacher must germinate in the laboratory where the environment abounds with the elements of value and a sense of worth, --and above all, in a believing teacher.

The factor of concern is the third in this discussion of attitude elements associated with the problem of teacher recruitment.

Concern. This is the element of emotional and psychological involvement that the individual teacher has regarding the field of Industrial Arts. It is manifested in one's interest or care for what happens in and to the Industrial Arts profession. It grows out of a deep appreciation of the values, and contributions, and the importance of Industrial Arts in the educative processes.

It is the factor of concern that will provide the inner drive in the teacher to promote and encourage teaching Industrial Arts as a worthwhile profession or career. The verbalization of concern for the future of Industrial Arts teaching to other professionals may turn this attitudinal factor into a means of arousing others into action as recruiters of the

young to go into the profession. Concern, in many respects, is the first step towards involvement. It is an ingredient to rational action in the process of teacher recruitment in Industrial Arts education.

Factors Affecting The Dimension Of Teacher Shortage

Many teachers and supervisors of Industrial Arts see little or no need for an aggressive teacher recruitment effort because of the relatively low need for teachers at present. This lack of recruiting activity can only spell disaster as fewer and fewer students are recruited while the need for teachers from retirement alone will not be met in the years ahead when the bulge in that age group hits the profession. The thinking of many of our teachers and supervisors is a living-for-today mentality that precludes any realistic planning for the future. The sad part of this dilemma is that we have been through this same condition in the past. History in this case has taught us no lessons.

As we look at the teacher need situation, there are three dimensions of the issue that may be useful in our prediction of need for teachers. (Fig. 2)

- The first is the trend in the age groups to be served. If there are larger or smaller numbers of children in the pipeline to school enrollment, that would provide us with some indication of teacher needs.
- The second is the data relevant to the age of the teachers currently teaching and their pending retirement from the profession. There are real and hard facts available to the profession in this dimension.

FORECASTING TEACHER NEEDS

IN INDUSTRIAL ARTS

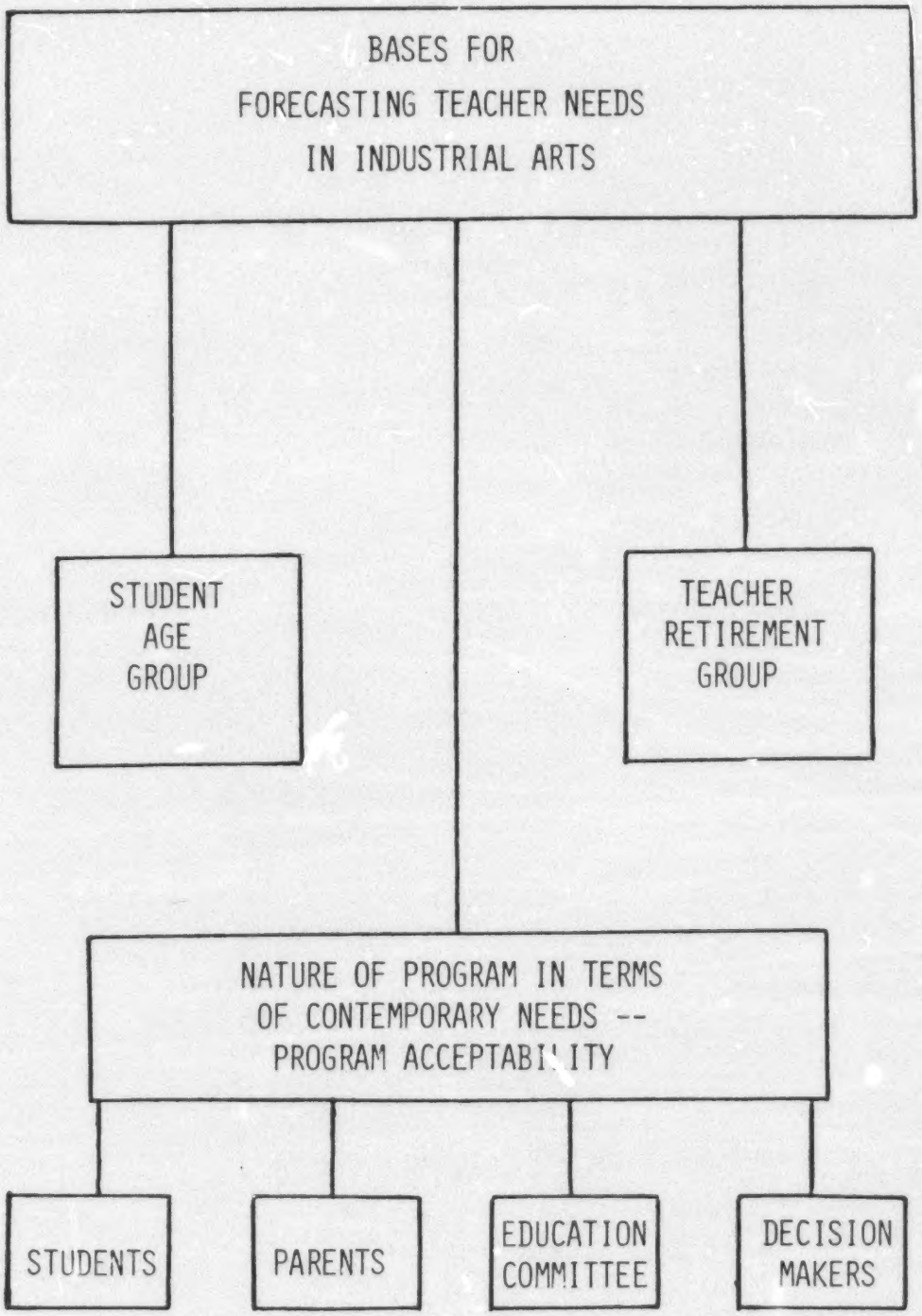


FIGURE 2

An important factor regarding teacher recruitment in Industrial Arts is the process time involved in moving from the recruitment period to the completion of the program of studies. This may range from five to seven years when recruiting students from the high schools. Thus, it would be wise to be looking at the years of 1989 to 1990 for projected needs in the field. One important element in the equation will be the number of teachers who are expected to retire during the period of 1984 through 1990. The percentage of present teachers in that group could conservatively reach twenty percent. This is based on the fact that there was a substantial growth in teachers as well as programs during the period of the early 1960's.

Other factors that may push this twenty percent figure higher would include internal promotions, teachers leaving to go to industry or business, illness, transfer to other teaching assignments and a variety of personal reasons.

- The third dimension is related to the dynamics of Industrial Arts in both theory and practice. This is to say that Industrial Arts can make itself a wanted, vital high priority element in our educational system, or it may relegate itself to a low priority component in the school program. This third component will depend upon the profession's willingness to pursue a vigorous effort to put itself into a high priority part of the total educational framework.

The current educational concerns as depicted by the numerous commission reports can be a positive factor or they may actually serve

as an instrumentality of lesser importance for the field. The issue at stake here is the extent to which the profession chooses to become a part of the mainstream of contemporary education. This would require an increased emphasis on technology education, and a greater involvement by integration with the other disciplines of the school. This would be with special regard to mathematics, science and social studies.

Thus, the future need for teachers in Industrial Arts will be very much dependent on what the profession does, and the posture it assumes as an important content and developmental area. It also will have to provide a meaningful setting for the integration and enrichment of the major disciplines of the school.

This third dimension is the most difficult to achieve and to predict. However, it is the principal factor in establishing whether there will be a need for teacher recruitment in Industrial Arts in the future. The choices are up to the profession and the ultimate decisions may be up to the public.

The Issues Or The Alternatives

The issues regarding the future of Industrial Arts are clear.

1. Teaching Industrial Arts in the future will require a good supply of bright, creative and dedicated young people who want to be a part of life's greatest enterprise -- the enterprise of educating each and every individual to their fullest.

Whether the profession will be successful in this effort is dependent upon the attitudes of the teachers and the contagion of excitement and belief in Industrial Arts they are capable of generating.

2. The second issue is tied in with the first. This is the nature of Industrial Arts and its level of acceptability to the public and to the educational establishment. The signs of the times are clear and leave little doubt about where the priorities lie. The task of the Industrial Arts profession is to establish itself as a contributing partner in those priorities. If it (the profession) fails to do that, the basic issue of teacher recruitment may not reach the level of being a viable issue. As was stated earlier--

> The choices are up to the profession
>
> and, --the ultimate decisions may be
>
> up to the public.

References Cited:


1. Allport, Gordon W. "Attitudes," A Handbook of Social Psychology. Edited by Carl Murchison. Worcester: Clark University Press, 1935.
2. Miller, Rex. "I A Teachers: Supply and Demand", Industrial Education. January, 1983. Vol. 72, No. 1, pp. 16-18.